

Social Interaction In *Batak* Tribe Students And Their Relationship To Develop Psychological Well-Being

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Abstract

The *Batak* tribe is famous for its close family system that can be seen through their family name. This study aims to know the relationship between social interactions with psychological well-being (PWB) in *Batak* tribe students. This research applies quantitative method and simple random sampling with nomogram Issac and Michael in 40 students of *Batak* tribe student association. The data was collected with social interaction scale (42 valid items) and PWB scale (35 valid item). From the analysis *data which used product moment correlation*, it can be seen that $n=40$ at the level of significance (α) 5%, $r\text{-count } 0,667$ and $r\text{-table } 0,312$ ($r\text{-count}=0,667 > r\text{-table}=0,312$). *The result showed*, there is a significant positive relationship between social interaction and PWB. The higher social interaction, the higher PWB. Effective contribution that was given by social interaction to PWB is amount 44,5 % and the rest 55,5% was influenced by others factor.

Keywords: *Batak* tribe, social interaction, psychological well-being

1. Introduction

Wander now has become a trend and habit in Indonesian (Bahagia, 2019). According to the Ministry of Education and Culture (2015) students who wander are people who study in colleges outside of their home areas, so that they must stay within a certain period of the college area. The decision to wander is encouraged by wanting to obtain decent quality education (Irawati, 2013).

As a wandering student, it will certainly experience some obstacles or problems. As Niam's research (2008) stated that there was difficulty for students outside Java during first living on the island of Java because of the language differences. Students can also experience stress acculturation which is a complex psychological experience that is unpleasant or disturbing or often referred to as culture shock. It is characterized by a sense of loss, confusion of role, and anxiety that causes self-withdrawal from the environment (Syafiq, 2013). The stress experienced by overseas students is related to their psychological wellbeing. Conflict and student development tasks can cause students to have difficulties in achieving optimal psychological well-being.

Psychological wellbeing is important for the region's children. As presented by Ryff (1995), psychological well-being is a condition that individuals have a positive attitude towards themselves and others, make their own decisions, govern their behavior, and make life more meaningful by Exploration and self-development. Psychological well-being is also an optimistic attitude of individuals in the face of social pressure. Individuals who do not have the optimal psychological well-being will have no clear future goals (Ismail and Indrawati, 2013). Symptoms of depression can also be experienced by students due to the lack of regard to the welfare of Psychologic (Hariyanto, 2010)

Ryff (1995) in his book states that one of the dimensions of psychological well-being is a positive relationship with others. The greater the ability of individuals in establishing interpersonal relationships, it will help to meet the psychological needs that impact the improvement of psychological well-being. Based on Nugraini's research (2016) it states that social skills become variables that determine the psychological welfare conditions of individuals who use the Internet. Social skills will help create positive social relationships that lead to psychological well-being.

Based on the results of the researchers, researchers saw a unique relationship with *Batak* people. When freshman arrive at the university and get acquainted with fellow freshman, each of those who find their tribal friends tends to feel happy and close, as can be seen from the intimacy of *Batak* students. Based on the observations, *Batak* students are seen to get close easily to their fellow *Batak* tribes even though they have just met or in other words have not known each other before. This intimacy is seen through communication, a sense of family, mutual belonging and solidarity with each other.

Their introduction to their tribal friends can be seen through the clan or *boru* in their last name or through questions about the clan or *boru* from their parents. This clan is the name of a descendant from Father

because the *Batak* tribe has a patrilineal kinship system which means a kinship system that is according to father's descendants. The bloodline or clan will be passed on by the sons and will become extinct if there are no sons. So that in the *Batak* tribe, men form kinship groups and women create affinal relationships because they will marry men from another patrilineal groups.

The family tree of the clan of a *Batak* man originated from 15 or 20 of the past descendants. The Fall of the clans happened when one clan married with another clan and so on. The family tree between each clan in different places has different knowledge and preservation. This lineage can be seen through the clan, the *Batak* tribe calls its marginal members with *dongansabatuha* with the meaning of those from the same womb. Each kin group must know the relationship with other clan members. Each of them knows about his/her position in his/her clan or clan branch.

Their knowledge of their culture raises close behavior with each other. Based on the research of Buroalogo & Qodariah (2014) stated that "the tradition value of *Batak* ethnic students is above average because tradition is still considered important in the lives of *Batak* people, which is implemented in the daily lives of students of this ethnic group". *Batak* culture shows that brotherly relationship is not only limited to the relationship of blood relations of siblings but is broader based on kinship relations between clans or *boru*. So, when they meet with the same kinship group, they will tend to be closer.

The typical behavior of *Batak* student interactions is assumed by the researcher as something that has a relationship with the psychological technical well-being of *Batak* students. According to Ryff, the six dimensions of psychological well-being consist of self-acceptance, personal growth, positive relations with others, autonomy, purpose in life, and environmental mastery. One of these aspects also shows the existence of a positive relationship or relationship with other people seen in the relations between fellow *Batak* tribes even though it is only the first time known. The closeness due to the kinship that was passed down from generation to generation several hundred years ago, still has the same attachment until now. The preservation of *Batak* tradition from generation to generation creates offspring who know their customs and feel close to each other. In fact, Fitriyani & Nurhajati (2018) also stated that the kinship of the *Batak* tribe was very broad and very close, not only with the biological family, but all the clans in a broader sense. This closeness affects the interactions when meeting with their tribal friends. Therefore, the researcher will examine the relationship of social interaction of *Batak* ethnic students with psychological well-being.

2. Material And Methods

Social Interaction

According to Shaw in Prasanti & Indriani (2017), social interaction is an interpersonal exchange that each person shows his behavior with each other in their presence, and each behavior influences each other. Meanwhile, according to Walgito in Maunah & Agustina (2019), social interaction is a relationship between individuals one with another individual where an individual can influence another individual or vice versa, so that there is a reciprocal relationship. Social interaction is a process where people communicate and influence each other in thoughts and actions, and occur because the two main conditions are achieved, namely social contact and communication (Kodaruddin, Apsari, & Raharjo, 2019). Social contact is a relationship that occurs when fellow humans meet and then there is an exchange of information, both in the form of conversations, giving information and so forth. While communication can be interpreted as a view between 2 people whose interaction with something. From some of the explanations above, it can be understood that social interaction is a reciprocal relationship between individuals because of social contact and communication so that it can affect one's thoughts and actions.

Gilin & Gilin in Purwahida (2017) states that social interaction consists of two forms, namely:

- a. Associative processes consists of: (a) cooperation is a mutually beneficial relationship, (b) accommodation is a balance in the interaction between individuals or groups of people in relation to social norms and social values that apply in society or efforts to achieve stability, (c) assimilation which is closely related to the development of the same attitudes and ideals.
- b. Dissociative social processes that include: (a) competition is an effort to attract public attention to gain profits, (b) contravention is a social process that is between competition and conflict or dispute, and (c) conflict or dispute is a social process in the form of an individual or group trying to fulfill its purpose by challenging the opposing party accompanied by threats and or violence.

Forrester, Taschian, & Shore (2016) explain that some dimensions of social interaction according to Schutz in FIRO theory (Fundamental Interpersonal Relations Orientation) include inclusion, control, and affection. Some explanations of the three dimensions are as follows:

- a. Inclusion is the need to be involved in groups. Includes getting involved in groups and can integrate with all group members.

- b. Control, is guidelines or direction in behaving. Includes being able to give advice to friends, become leaders in groups, get guidance from friends, and obey the rules in the group.
- c. Affection, is the need for affection and attention in a group. Includes the ability to empathize, desire to be noticed by friends, and give praise for the friends' advantages.

Psychological Well-Being

RYFF (1989) explains that psychological well-being or PWB is a multidimensional construction that is formed from an attitude towards a person's life. The idea of a person who has psychological welfare refers to the view of Rogers, who is able to function fully functioning person, Jung's view of individuation, Allport's view of maturity, and also the concept of Erikson, who described the individuals who managed to achieve integration rather than desperate. According to Ryff (in Kasturi, 2016) psychological well-being is the fulfillment of psychological conditions in several main dimensions, namely self-acceptance, positive relationships with others, autonomy, understanding the environment, life goals, and personal growth. The explanation of each of the dimensions of psychological well-being proposed by Ryff can be explained as follows:

- a. Self-acceptance, that includes positive attitudes towards self-condition, both in conditions that benefit and less profitable.
- b. Positive relationships, is to establish relationships with other people based on positive attitudes and empathy for others condition. In this dimension the individual is not egoistic, where interaction with others is not only intended for his well-being, but furthermore than that interaction with others is built for the collective good.
- c. Autonomy, is individuals who are psychologically prosperous who have independence in behaving, making decisions, and in interacting with others individuals have confidence in their views in making decisions.
- d. Environmental mastery, is describing a person's managerial ability towards him to be able to manage his environment or things outside of his control effectively. Individuals have an interest in the surrounding environment but not just participate to enliven it, but have the ability to control the environment in its grasp, and harmonize it with his psychological condition.
- e. Personal growth, is the person who always grows from life experiences, always learns from mistakes, has the urge to improve themselves, and adapts to the life problems. These conditions were carried out continuously throughout his life.
- f. Purpose in life, is to distinguish between one individual and another. People who have a purpose in life then have the targets to be achieved in their lives, whether it starts from short-term, medium-term and long-term targets. People who have goals in their lives are positive about whatever goals they can achieve, meaning that individuals consider their whole lives to be meaningful.

Ryff (1995) then explains that demographic factors such as age, sex, culture, and socio-economic status and several other factors can influence the development of a person's psychological well-being. The following are some factors that affect the psychological well-being:

- a. Age differences, differences in people's psychological well-being consist of early adulthood, middle adulthood, and advanced adulthood groups. In environmental mastery and autonomy dimensions a person experiences an increase in accordance with increasing age, especially from young adulthood to middle adulthood. Whereas in late adulthood someone has a lower score in personal growth dimension. The only dimension that doesn't show any difference along with age is the dimension of self-acceptance.
- b. A gender difference, according to Ryff, the only dimension that shows significant between men and women is the dimension of positive relationships with other people. Ryff found that women of all ages consistently showed higher levels of positive relations with others and personal growth than men.
- c. Culture, Ryff said that the value system of individualism-collectivism has an impact on the profile of psychological well-being owned by the community. Western culture has a prominent score high in the dimensions of self-acceptance and autonomy dimensions. Whereas in eastern culture, the values of collectivism are more upholding and have a high prominent score on the dimensions of psychological well-being.
- d. Socio-economics, score dimensions of purpose in life and dimensions of personal growth are obtained in individuals who have a high level of education. Likewise, individuals who have relatively high income and position also obtain a high psychological well-being score.
- e. Education and work, in the Ryff and Singer study found that someone who has a high level of education will have a high score on psychological well-being as well. This is also in line with one's work.

- f. The relationship closeness with other people, someone's psychological well-being is also influenced by their proximity to others. In studies of intimacy, it was found that someone who has a quality relationship with others, has a well-being that is also in line.
- g. Emotional support, in the form of affection involving emotions obtained by someone will increase the score of his psychological well-being. Emotional support at a moderate level will increase one's positive feelings.
- h. Personalities, individuals who have many personal and social competencies, such as self-acceptance, are able to establish harmonious relationships with the environment, so they tend to avoid conflict and stress.

Characteristics and Number of Research Subjects

The subject of this study has the characteristic of *Batak* students with male and female sex. The age range is 18-22 years old which is studying at the State University of Semarang. The total population in this study was 45 students while the entire respondent or the research samples used were 40 *Batak* students. 40 of these students are currently in the same organization named *Batak* Student Organization (ORMABA) at the State University of Semarang. ORMABA is an organization that conducts regular gatherings every one week at the PKM. Although regular gatherings are done once a week but fellow students are often seen gathered at the PKM. That researchers indicated as one characteristic of their proximity to each other. This event is held in ORMABA including celebration of member's anniversary, new students' celebrations, members' graduation celebration, visits to other ORMABA, joint sports, Christmas worship, Easter worship, Dies Natalis, etc. This number of samples was taken using the nomograms of Issac and Michael. The Nomogram Issac and Michael were used because the samples were qualified, among them the number of known populations, using the fault levels of 1%, 5%, and 10% where the researchers used error levels of 5%, as well as methods Special sampling used for normal distribution samples.

Data Collection Techniques

This study used sampling technique which is simple random sampling, which is a sampling technique that provides equal opportunities for every student in the *Batak* student organization to be used as respondents in the study. Or in other words the taking of sample members from the population is done randomly regardless of the strata that exist in the population (Sugiyono, 2018).

Research Measurement Tool

This study uses two measuring devices to measure the level of social interaction and psychological well-being. Measuring social interaction is made by researchers with indicators of social interaction that includes aspects of inclusion, control, and affection. The items used are 42 valid questions that represent the level of social interaction. While measuring psychological well-being using a measuring instrument from Ryff with 35 valid questions translated in Indonesian. The translation of the PWB scale is then adapted and adjusted to ensure that no item is ambiguous so that it can be more easily understood. PWB measuring instruments measure six dimensions of PWB, namely autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. The study was conducted on *Batak* students using quantitative research methods. The author uses the Likert scale to measure the level of social interaction and psychological well-being of *Batak* students.

The reliability of the scale of social interaction with cronbach's $\alpha = 0,951 > r \text{ table} = 0,304$ and PWB scale with cronbach's $\alpha = 0,867 > r \text{ table} = 0,334$. So it can be concluded that the two instruments are reliable.

Data Processing and Data Analysis Techniques

Before the main data analysis is done, it is necessary to test the normality and linearity first. If the assumption test is fulfilled, then proceed by testing the hypothesis. Data analysis used SPSS version 20.00 with the type of correlation research to find out whether there was a relationship between social interaction of *Batak* students with the increasing condition of psychological well-being or not. The correlation method used is to use the Pearson Product Moment correlation method.

3. Result And Discussion

The normality test and linearity test are used before the main data analysis. Data normality test using the Kolmogorov-smirnov test with $p\text{-value} = 0,890 > 0,05$ which shows normal distribution data.

While the linearity test, data $F_{\text{count}} = 1,458 < F_{\text{table}} = 2,42$ and $p\text{-value} = 0,242 > 0,05$ obtained which shows that the data is linear.

Table 1. Linearity

| | df | F | Sig. |
|---------------------------------|----|-------|-------|
| Deviation From Linearity | 25 | 1,458 | 0,242 |
| Within Groups | 13 | | |

Then the correlation test between social interaction and psychological well-being by calculating the Pearson Product Moment correlation. The result shows that $r_{\text{count}} = 0,667 > r_{\text{table}} = 0,312$ and $p\text{-value} = 0,000 < 0,05$. So, H_a is accepted. Thus, there is a positive and significant relationship between social interactions and psychological well-being. This means that the higher the social interaction, the higher the level of the psychological well-being. The total contribution was 44.5% and the rest 55.5% was influenced by others factor.

Table 2. Correlation of Social Interactions and Psychological Well-Being

| | Correlation |
|-----------------|-------------|
| R | 0,667 |
| R Square | 0,445 |
| Sig. | 0,000 |

Social contact and communication are tools for each individual to be able to interact with others. *Batak* students as individuals who have a distinctive culture always use social values and norms that apply in *Batak* ethnicity to establish social interactions with other individuals, including their own *Batak* tribal friends in same university. The existence of a special organization that can accommodate all *Batak* students in it then becomes a separate forum for students to relate to each other. In addition, this student organization can also be used to practice the skills of social interaction among *Batak* students and can be used as a place for students to get involved and integrate in groups.

Organizations can be used as the right place for fellow *Batak* students to establish social contact and communication directly so that they can support the social interacting abilities of *Batak* students although in other studies it has also been mentioned that basically *Batak* people are indeed known for their customs and kinship systems that are very strong and adhered to by all its people (Alfiani & Tobing, 2018).

Other research states that people with *Batak* culture are known to be able to put themselves in society, are quite democratic and have a respectful attitude towards the other person, honestly say what is on their mind, and have a confident and firm attitude and take problems as an opportunity to improve (Tinambunanin Yolanda, 2017).

Based on research conducted by researchers on a number of respondents, which are *Batak* students, researchers found that there was a significant relationship between the social interaction of *Batak* students with the students' psychological well-being. The existence of social contact and communication in the process of social interaction has a relationship with the students' psychological well-being condition. Psychological well-being mentioned above includes achieving a number of psychological well-being dimensions including self-acceptance, positive relationships, autonomy, environmental mastery, personal growth, and purpose in life. In other words, the higher the social interaction, the higher the level of psychological well-being. In addition, previous research also found results that cultural aspects, high levels of education, quality of relationships with other people, and support from others were proven to increase positive feelings from someone that influence the increasing quality of individuals' psychological well-being (Ryff, 1995).

4. CONCLUSION

The results showed that the social interactions between *Batak* students can predict the psychological well-being of students. The higher the level of social interaction that exist, the higher of the psychological well-being. This means that the social interaction between *Batak* students has a relationship with the psychological well-being of students. Suggestions for future researchers are to reveal more about the forms of social interaction arising from fellow *Batak* ethnic groups so that they can improve the psychological well-being of individuals. So that it can be used as a source of learning and subsequent research.

Acknowledgment

I would like to thank everybody who was important to the successful realization of this research. Gratefully thank to the principal of *Batak* tribe student association in State University of Semarang for allowing me to conduct the research there.

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